DOCUMENT RESUME

ED 149 715 IR 005 383

TITLE	Video Tape Learning Exercises. Index.
INSTITUTION	City Univ. of New York, N.Y. Center for Advanced Study in Education.
REPORT NO	CASE-13-75
PUB DATE	72
NOTE	23p.
AVAILABLE FROM	Information for ordering the videotapes is available from Mr. Sergio Vanelli, Guidance Laboratory, The City University of New York, 1411 Broadway, New York, N.Y. 10018
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Catalogs; *Counseling Programs; Counselor Educators; *Counselor Training; Guidance Programs; Instructional Materials; *Video Tape Recordings

ABSTRACT

This is a catalogue of videotapes for counselor training produced by the Guidance Laboratory of The City University of New York system. Although some tapes deal with counseling situations, the issues raised are relevant to all levels of education and interpersonal relationships. The tapes are designed to invite and provoke individual and group participation, and guidelines for such use are provided. Twenty-five tapes are listed in the following categories: (1) individual counseling; (2) group counseling; (3) humanism; (4) counseling the aged; (5) behaviorism; (6) issues and information; and (7) career development. All tapes are 1/2 inch videotape and can be played on any videotape recorder that is EIAJ-1 standard. (Author/DAG)

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Randolph B. Tarrier

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ABOUT THE GUIDANCE LABORATORY.....

The Guidance Laboratory in the Office of Teacher Education of the City University of New York was instituted in 1950 by Robert H. Mathewson as the center for graduate training in guidance and school counseling for the City colleges. In 1966, Arnold Buchheimer and Leo Goldman designed new facilities for the Laboratory which utilized closed circuit television for the observation of counselor trainees in actual counseling situations. This included training in group counseling which made this guidance program among the first to provide such training for all Master's Degree students. The most recent adaptation of the function of the Laboratory occurred in 1969 when it became involved in the production of videotape learning exercises. Now under the direction of Randolph Tarrier, the Laboratory has also begun to produce materials not directly connected with counselor training. Although some videotapes deal with counseling situations, the issues raised in the tapes transcend counseling to all levels of education and interpersonal relationships. These videotapes are being produced as part of a non-profit venture.

The Laboratory is a central facility which serves six colleges within the City University system - Brooklyn College, The City College, Hunter College, Lehman College, Queens College and Richmond College - as a workshop and practicum site and as a materials development center. The central office staff is augmented with professors from the six collaborating colleges who are assigned for various periods of time for the purposes of instruction and preparation of materials. The Laboratory also serves as a materials development and in-service training center for all University faculty members and for the faculty of the New York City school system.

The Laboratory is an educational center capable of closed circuit monitoring via video and audio, 1/2 inch videotaping and studio production. Each of our ten interview rooms is "bugged" with video camera and audio microphone which activate as the lights are turned on. All interviews can be viewed via closed circuit television in any or all of eight viewing stations.

Center for Advanced Study in Education
Max Weiner, Director

GUIDANCE LABORATORY STAFF

Randolph Tarrier, Supervisor
Leo Goldman, Professor of Education
Bert Flugman, Producer-Director
Betty Oliver, Associate Producer-Director
Stefan Moore, Videotape Editor
Sergio Vanelli, Technician
Bo Olsson, Technician
Ruth Bruskin, Secretary

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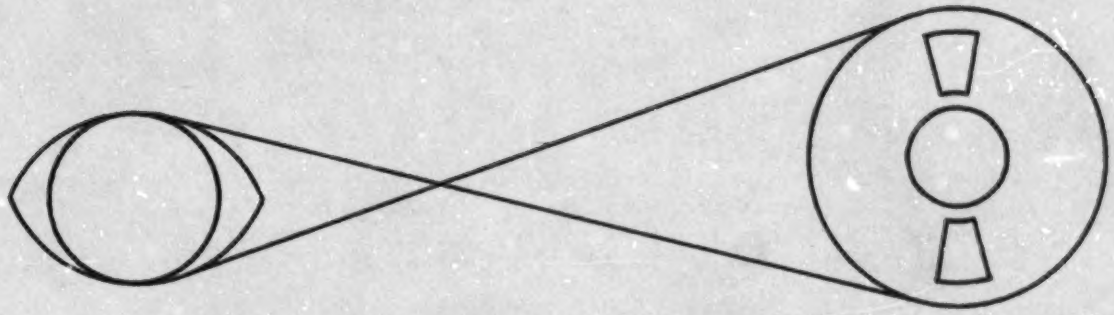

WE ARE HOPEFUL THAT THE FOLLOWING LIST WILL AID YOU IN PLANNING YOUR TRAINING. MANY OF OUR TAPES ARE CONCERNED WITH THE SAME OR SIMILAR AREAS AND WE HAVE GROUPED THEM IN ORDER TO SIMPLIFY SELECTION. YOU MAY WISH TO USE SEVERAL TAPES IN SERIES.

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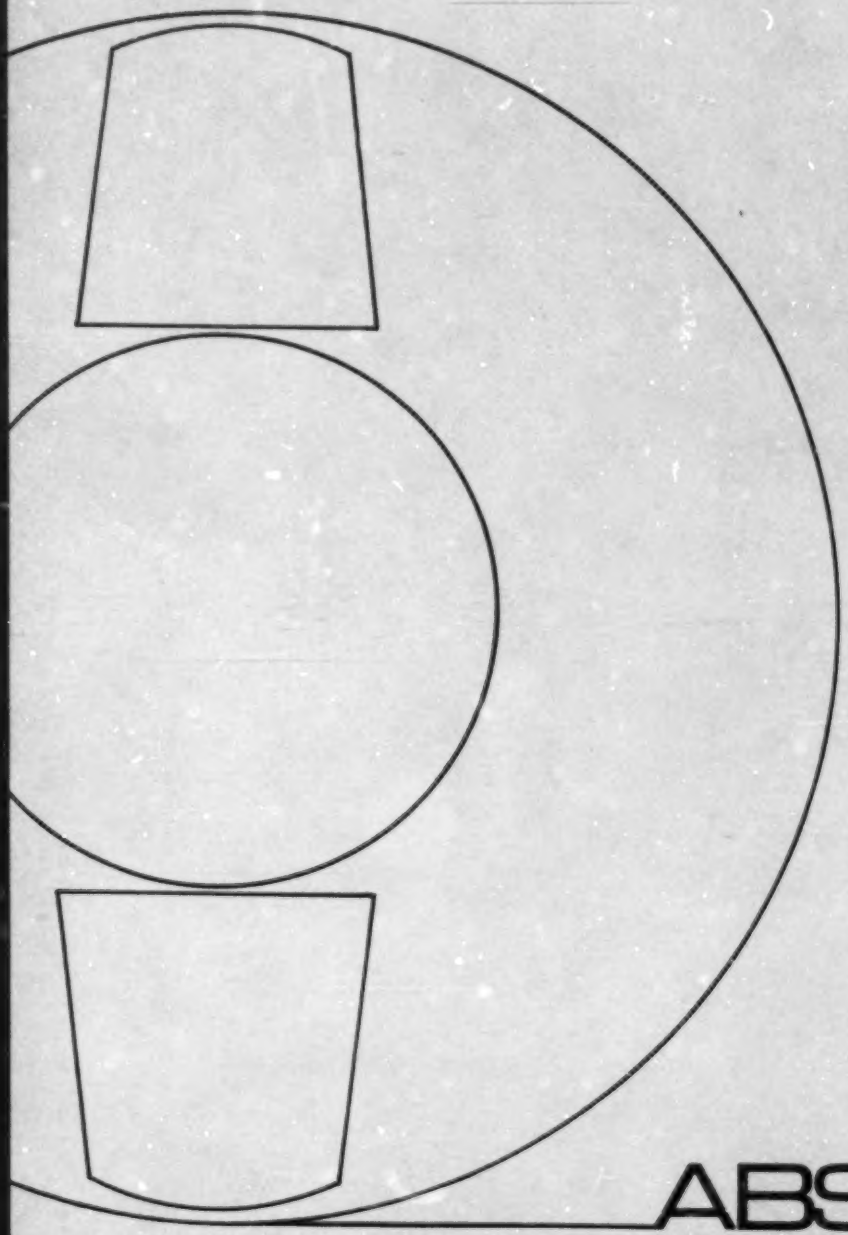

ABSTRACTS

ABSTRACTS

AFFECT DISCRIMINATION AND SELF-UNDERSTANDING

by Bert Flugman, Guidance Laboratory, The City University of New York

Catalog #126
Running Time: 26 minutes
VTR Format: EIAJ-I
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

The purpose of this videotape is to promote trainees' awareness concerning the relativity of perceptions as well as the interaction that exists for a counselor between perception, emotion, motivation and subsequent counseling behavior. Trainees are shown a series of short videotape clips. For each one they are to identify the primary feeling being expressed by the counselee and to report how they feel when identifying and working with the expressed feeling. Responses are discussed and compared among the viewers.

OPENING THE INDIVIDUAL COUNSELING INTERVIEW

by Irwin Rofman, Lehman College, The City University of New York

Catalog #138
Running Time: 28 minutes
VTR Format: EIAJ-1
(e.g. Sony AV-3600, 1/2 inch)

Written Material Available

In order to provide practice in opening the counseling relationship, viewers are asked to respond to two sets of coached client presentations. In one set five counselees have come willingly to the counselor; each has a problem which he does not hesitate to share with the counselor. In the second set five counselees have come to the counselor with great resistance and do not wish to present their problem openly or willingly. The viewer sees a pair of counselees for each problem, with the unwilling counselee appearing first and followed by the willing counselee. The responses produced by the ten situations form a basis for critique and discussion between discussion leaders and viewers. Responses can also be analyzed by the viewers according to the "Continuum of Counseling Techniques" (non-directive to directive) as adapted from E. H. Porter in An Introduction to Therapeutic Counseling (Houghton Mifflin Company, Boston, 1950).

LEADERSHIP STYLES IN COUNSELING ANGRY AND AGGRESSIVE CLIENTS

by Bert Flugman, Guidance Laboratory, The City University of New York

Three experienced counselors model group counseling behaviors in situations where anger and aggression occurs. Each counselor was exposed to the same five situations acted by coached clients with the final videotape editing juxtaposing each counselor in the same situation. Counselors were not informed beforehand of the nature of the situations they would encounter. At the close of each situation they report to the viewer their perceptions of the dynamics of the counseling situation and what prompted the actions they took. Prior to each counselor's report, viewers are asked to consider the following questions: 1) What did you see happening in the group? 2) What did the counselor appear to be doing? and 3) What would you have done? Emphasis may be placed on dealing with anger and aggressiveness and/or on various styles of leading a group.

Catalog #140-141
Running Time: #140-35 minutes
#141-41 minutes
VTR Format: EIAJ-1
(e.g. Sony AV-3600 1/2 inch)

Written Material Available

OPENING THE GROUP SESSION

by Edward Yarosz, Hunter College, The City University of New York
Leo Goldman, Guidance Laboratory, The City University of New York

The objective of this tape is to give the beginning group counselor a range of alternatives from which to choose in deciding how to initiate group counseling. The leaders, most of whom are practicum students and supervisors, demonstrate several different approaches ranging from highly unstructured to highly structured. For example, one leader lets the group interact and then reflects to the group what has occurred. Another leader uses sentence completions as warm-up exercises prior to a loosely structured discussion of feelings stimulated by the exercises. A third leader uses an encounter game to arouse emotions which the group immediately explores. Each demonstration is discussed in terms of content, process and outcome.

Catalog #200
Running Time: 34 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

CAREER COUNSELING: PREDICTIVE OR EXPLORATIVE

by Randolph Tarrier, Guidance Laboratory, The City University of New York

Catalog #201
Running Time: 32 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Related Tape: Catalog #117

Written Material Available

This tape demonstrates and compares two different orientations to career counseling in groups. One session uses the Kuder Preference Record as a predictive instrument. The other session uses the Hall Occupational Orientation Inventory as the focus of discussion for an explorative counseling session. Both counseling groups are followed by debriefing sessions which attempt to have counselees evaluate the impact of both approaches.

STYLES OF OPENING AN INDIVIDUAL COUNSELING INTERVIEW

by Bert Flugman, Guidance Laboratory, The City University of New York
with Arnold Buchheimer, Irwin Rofman, and Randolph Tarrier

Catalog #202
Running Time: 37 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

This videotape is designed to emphasize the importance of the initial contact in a counseling relationship. Three counseling situations are presented, each consisting of the actual interview and the counselor's comment about the interview. The tape seeks to stimulate the viewer to ask questions about what the goals for an opening interview are or should be, to recognize the assumptions implicit in a particular style or approach, to foster an awareness of the range of potential approaches, and to make the trainee conscious of his choice of approach. Group discussions can occur during each counseling segment.

INTERACTION ANALYSIS

by Randolph Tarrier, Guidance Laboratory, The City University of New York

The aim of this videotape is to promote the viewer's ability to analyze group behavior through practice in the identification and classification of behavior. The viewer is shown progressively more complex group discussions and is asked to classify statements made by group members using a set of interaction analysis cards or an interaction analysis chart which accompany the tape. The tape is designed to encourage the viewers to discuss their own rationale for the classifications that they make, as well as to sharpen their ability to distinguish types of behavior.

Catalog #207
Running Time: 27 minutes
VTR Format: EIAJ-1 (e.g. Sony AV-3600, 1/2 inch)

Written Materials Available

ETHICS AND CONFIDENTIALITY IN THE SCHOOLS

by Leo Goldman, Guidance Laboratory, The City University of New York

On January 4, 1971, a panel of counselors, counselor educators, parents and one civil rights worker gathered at the Guidance Laboratory of The City University of New York to participate in a symposium on ethics and confidentiality in the schools. The symposium was videotaped and we have selected excerpts from that tape to highlight three major areas of ethical concern: confidentiality of school records, parental access to information about their children and the rights of the dissident student.

This is by no means intended to be a complete treatment either of the subject of counseling ethics or of the matter of confidentiality. It is our intent in presenting the varying points of view of the panelists to provoke discussion of the viewers' own attitudes and feelings concerning ethics and confidentiality.

Catalog #208
Running Time: 24 minutes
VTR Format: EIAJ-1 (e.g. Sony AV-3600, 1/2 inch)

REALITY COUNSELING IN THE BRONX

by the Guidance Laboratory, The City University of New York
with Sidney Goldfarb and Lenise Dolen, P. S. 36, Bronx, New York

Catalog #210
Running Time: 30 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

This videotape shows a counselor in the New York City school system using Reality Counseling techniques as developed by William Glasser. Reality Counseling focuses on the behavior of the child. It seeks to make the child aware of his behavior and to have him make realistic commitments to change his actions thereby increasing his accomplishments. One important aspect of Reality Counseling (as opposed to other group counseling techniques) is that the teacher and the counselor participate in a co-counseling model with the teacher assuming progressively greater responsibilities as leader of the group until the counselor is no longer needed. The pupils shown in this tape are part of a fifth grade class taught by Mrs. Lenise Dolen. The counselor is Mr. Sidney Goldfarb.

THE USE OF SIMULATION IN GUIDANCE AND COUNSELING

by Randolph Tarrier, Guidance Laboratory, The City University of New York

Catalog #211
Running Time: 30 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

In group counseling, the technique of simulation provides a vehicle by which counselees are able to experience feelings so that these feelings can become manageable when they recur in real life. During the simulation exercise presented on this videotape, the group moves through three distinct stages in its development. Beginning with a discussion of experience, the talk leads to a more general investigation of the issues raised in the exercise. Finally, the group members reach into their personal backgrounds to describe events and feelings related to the group experience, thus connecting the simulation exercise to their real lives.

PEER TUTORING: AN ALTERNATIVE TO DROPPING OUT

by The Guidance Laboratory in cooperation with the Language Skills Workshop of Kingsborough Community College, The City University of New York

The purpose of this videotape is to introduce a tutor to some of the issues and methods involved in a tutoring experience. By forcing a tutor to face such issues as the tutor's identity, expectations, emotions, and goals, the viewer is made aware of some of the feelings and behaviors which he will need to consider. Attention is also focused on some of the skills a tutor would use by presenting parts of actual tutoring sessions. Each section of the tape is introduced by a question which can be used to stimulate group discussion. In addition, the reactions of the tutors on the videotape will serve to open other areas of concern to the viewers. This tape was made possible in part by a grant to Kingsborough Community College of the City University of New York from the United States Department of Health, Education and Welfare.

Catalog #212
Running Time: 57 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

Written Material Available

THEORY INTO PRACTICE: THREE APPROACHES TO VOCATIONAL COUNSELING

by Irwin Sollinger, Lehman College, The City University of New York

The extent to which vocational counseling may be related to a particular theory of counseling is the focus of this videotape. Represented in three counseling interviews are concepts inherent in three different theories of counseling: Trait Factor, Client Centered, and Gestalt. An analysis is made of the link between the specific behavior used by the counselor in an interview and the theoretical position taken.

To introduce variation and interest, the client and counselor are represented by puppets. Dr. Sollinger's comments during the interviews point out the relationship between specific behavior in the interview and the theoretical approach being demonstrated. For example, one can point out the relationship between the theoretical approach taken and the specific counseling leads used in the interview.

This tape was made possible in part by a grant to the Guidance Laboratory from the Institute for Research and Development in Occupational Education, Office of Teacher Education, City University of New York.

Catalog #213
Running Time: 55 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

Written Material Available

SOME OPEN ADMISSIONS ABOUT OPEN ADMISSIONS

by The Guidance Laboratory, The City University of New York

Catalog #214
Running Time: 38 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

The policy of Open Admissions went into effect at The City University of New York in the Fall of 1970. Almost two years later, during the Summer of 1972, a group of students and faculty members from the EPDA Teacher Training Institute of The City University gathered to discuss their feelings and reactions to Open Admissions. The group was led by Dr. Stephen Sunderland, Coordinator of the Master Plan. Brief studies of individuals within the group are featured. The focus of each group member is on his own Open Admissions experience, including the frustrations, the successes and the realities of teaching and learning in CUNY. Viewers are asked to react to the group members' opinions of the issues raised and to suggest alternative ways of solving problems within the Open Admissions Program. This tape was made possible in part by a grant to Kingsborough Community College of The City University of New York from the United States Department of Health, Education and Welfare.

HELPING PARENTS HELP THEIR HANDICAPPED CHILDREN

by the Regional Special Education Instructional Materials Center, The City University of New York at Hunter College in cooperation with the Pathfinder School, New York Association for Brain Injured Children and the Guidance Laboratory, Office of Teacher Education, The City University of New York

Catalog #216
Running Time: 28 minutes
VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Written Material Available

This is a videotape about parental involvement in the education of learning-disabled children. In this videotape, Pat is shown working with her son Larry in their home. Pat uses some of the behavior management techniques that she learned at Larry's school. Pat was later interviewed at the studio while viewing and responding to the videotape of the home exercises.

Some of the issues to be considered by the viewer are: the appropriateness of the use of behavior modification techniques; using the "non-professional" (mother) as an aide in training the handicapped child; and the use of videotape as a tool for analyzing behavior.

An important aspect of this videotape is that the feelings of joy, frustration and hope that this mother has with her child are shared with the viewer.

The work presented or reported in this videotape was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare.

CAREER EDUCATION: THE S.P.I.C.E. PROGRAM FOR TRAINING SCHOOL PERSONNEL

by the Guidance Laboratory in cooperation with The State Project to Implement Career Education

The major function of this videotape is to stimulate the viewer's thinking about the nature of career education. The stimulants in this videotape include man-and-woman-in-the-street interviews in which the people express their feelings about their jobs and about the role their schooling played in helping to prepare them for their careers. Also included are statements by professionals on some of the issues in career education.

The final section of this videotape illustrates five examples of how career education can be implemented in schools. The purpose for showing these examples is to provide an impetus for the viewer's imagination, to start him thinking of ways to implement career education in his school.

This videotape was made possible by a grant from the New York State Project to Implement Career Education (S.P.I.C.E.).

Catalog #217
Running Time: 55 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

THE COUNSELOR, HUMANISTIC EDUCATION, AND THE CHILD

by the Guidance Laboratory, The City University of New York in cooperation with Sidney Goldfarb, School District 8, New York City

The purpose of this videotape is to acquaint the viewer with the humanistic education movement. Advocates of humanistic education believe that the school curriculum must concern itself with the needs of the whole child; that a child's feelings, behavior, and perceptions should be made an integral part of the course of study.

On this videotape you will see a counselor, Sid Goldfarb, using Humanistic Education approaches as he works with three different elementary classes and their teachers. In the first class, the sixth graders engage in an open-ended discussion designed to tap the students' imaginative and creative responses. The second class, a group of fifth graders, discusses fears and responses to them. In the final group, a class of fifth graders engages in a study of group relations and group behavior arising from a cognitive experience in mathematics.

The students, teachers, and counselor on this tape are all from the New York City School System. The roles of the counselor and the teacher in humanistic education are discussed as the tape segments proceed.

Catalog #218
Running Time: 58 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600 1/2 inch)

Related Tapes:

Catalog #219
Catalog #220
Catalog #221

Written Material Available

THE COUNSELOR, HUMANISTIC EDUCATION, AND PARENTS - PART I

by the Guidance Laboratory, The City University of New York in cooperation with Sidney Goldfarb, School District 8, New York City

Catalog #219
Running Time: 47 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

Related Tapes:

Catalog #218
Catalog #220
Catalog #221

In this videotape a group of parents from P. S. 146 in the Bronx are shown in one of their weekly sessions. The purpose of the group was to help parents understand and aid their children and to help improve the communication process between parent and child.

The purpose of this particular session was to demonstrate the importance of listening before responding.

This videotape session is unedited. The viewer can see the entire group session at the pace at which it occurred.

THE COUNSELOR, HUMANISTIC EDUCATION, AND PARENTS - PART II

by the Guidance Laboratory, The City University of New York in cooperation with Sidney Goldfarb, School District 8, New York City

Catalog #220
Running Time: 46 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

Related Tapes:

Catalog #218
Catalog #219
Catalog #221

In this videotape a group of parents from P. S. 100 in the Bronx meet to share recent experiences with each other. The group has built up feelings of trust and openness, so that their sharing of experiences and feelings brings suggestions from others within the group. There is a conscious attempt not to make the discussion an intellectual or abstract sharing of ideas but a real sharing of experiences. In this session the group discussion centers on the problem of how to deal with a child who is overly attached to his mother.

This videotape session is unedited. The viewer can see the entire group session at the pace at which it occurred.

THE COUNSELOR, HUMANISTIC EDUCATION, AND PARAPROFESSIONALS

by the Guidance Laboratory, The City University of New York
in cooperation with Sidney Goldfarb, School District 8, New York City

The purpose of this videotape is to show the viewer how some of the concepts of humanistic education can be applied to a group of paraprofessionals. The tape shows one of the weekly meetings of a group of paraprofessionals employed at I.S. 232 in the Bronx. During the group meeting exercises were conducted to provide an experiential frame of reference for humanistic education techniques. The group developed and modified humanistic education techniques for use in their own classroom. For example, they learned games in which the subject matter was mathematics or spelling, but which also involved the students' feelings.

This videotape session is unedited. The viewer can see the entire group session at the pace at which it occurred.

Catalog #221
Running Time: 60 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

Related Tapes:

Catalog #218
Catalog #219
Catalog #220

SEEKING A NEW MODEL: PROACTIVE COUNSELING IN AN ELEMENTARY SCHOOL

by Mary King, Hunter College, The City University of New York
Leo Goldman, Guidance Laboratory, The City University of New York

This videotape depicts a beginning counselor in the process of developing and implementing a proactive guidance program.

Some say that the role of the counselor is shifting: from one where the counselor is a passive, reactive, service dispensing individual who deals with students on a crisis or after-the-fact basis, to one where the counselor reaches out and is involved with students prior to the eruption of a crisis.

In this videotape, Leo Goldman a Professor at the Guidance Laboratory and his student Mary King attempt to define the counselor's role in light of these changing expectations. Mary King's work in a field setting in an elementary school is presented. Depicted are Mary King's meetings with the principal and teachers of the school to which she was assigned. Mary chose to work primarily with groups of students in the classroom. The purpose of the interventions by the counselor in this classroom setting were not remedial but rather preventive and developmental in nature.

Viewers are encouraged to assess the proactive counseling role in terms of their own preferences as well as in terms of the realities of the organization in which they work.

Catalog #222
Running Time: 23 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

BEHAVIORAL APPROACHES IN THE SCHOOL: A TOKEN ECONOMY

by The Guidance Laboratory, The City University of New York in cooperation with C. S. 6, The Bronx, New York City Public School System

Catalog #223
Running Time: 40 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

This videotape was recorded in the field in a fourth grade classroom in a New York City Public School in the Bronx. Twelve boys have been placed in this class because of behavior and academic problems. The system used in this classroom is based on the behavior modification techniques of operant conditioning. The teacher rewards clearly specified behavior with tangible as well as social rewards given in the form of "tokens" or teacher praise. Tokens are exchanged for a desired activity or prize. This system has been termed a "token economy."

In addition to viewing the class in operation, issues concerning the use of this system are explored by the teacher, guidance counselor, and assistant principal. Some of the issues discussed are: The role of the school counselor as a consultant to (support person for) the operation of the program; the selection criteria for choosing the students; the possible interpretation of the token reward as bribery; and the generalizability of behavioral changes achieved in this classroom to other classrooms that do not employ the token reward system.

EXPLORATIVE COUNSELING FOR CAREER DEVELOPMENT

by Randolph Tarrier, Guidance Laboratory, The City University of New York

Catalog #224
Running Time: 41 minutes
VTR Format: EIAJ-1 (e.g., Sony AV-3600, 1/2 inch)

One of the aims of using explorative counseling for career development is to shift the control of a person's occupational choice from the external influence of parents, teachers, and/or tests - to the internal influence of individual awareness. As demonstrated in this videotape, explorative counseling provides for the examination of each group member's needs, interests, and values, thereby beginning the process of individual awareness.

In a series of group counseling sessions, the counselor uses an occupational inventory as a vehicle for facilitating exploration with 6 tenth graders from Seward Park High School in New York City. The viewer is guided through the various stages of the counseling process by voice-over explanations offered by a narrator and by the counselor.

THE NEEDS OF THE AGED: A VIDEO SURVEY

by Bert Flugman and Betty Oliver
Guidance Laboratory, The City University of New York

Our goal in producing this videotape is to acquaint you with older people in our society, making you aware of the range of their needs and giving you a sense of who they are.

Although all four segments of the tape were shot in New York City, each represents a distinctly different environment. For the first segment we took a portable videotaping unit into the streets of Manhattan and talked with older people where we found them. The second segment was shot on the Boardwalk at Brighton Beach where most of the residents are retired and living in private housing. The third segment is a group meeting with four patients at Seaview Hospital on Staten Island. And the final segment was shot in a Senior Citizen's Community center on Staten Island.

We would like the viewer to keep two questions in mind: What are the needs of these people? and what interventions do you judge appropriate for meeting these needs? You may want to consider these questions with regard to Maslow's Need Hierarchy and/or Erikson's developmental theory of personality etcetera.

Catalog #225 (2 reels)
Running Time:
Reel #1 Segment 1: 25 min.
Segment 2: 18 min.

Reel #2 Segment 3: 21 min.
Segment 4: 23 min.

VTR Format: EIAJ-1
(e.g., Sony AV-3600, 1/2 inch)

Related Tape:

Catalog #226

COUNSELING THE OLDER ADULT: AN APPROACH USING THE ERIKSON MODEL

by The Guidance Laboratory, The City University of New York
in cooperation with Bill Marsh, Seaview Hospital, Staten Island, N. Y.

Three counseling experiences with older adults are shared with the viewer. The counselor Bill Marsh, has adapted Erikson's developmental theory of personality as a counseling model. A discussion of this model is presented prior to and during each interview.

The individuals being counseled are three older women who at this point in their lives function independently. They are not hospitalized or in any institution for the aged but are active in or anticipate using the agency services available to older adults.

The counseling sessions not only focus on Erikson's model, but highlight counseling practices such as attending behavior, listening, reflection of feeling and summarization.

Catalog #226
Running Time: 46 min.
VTR Format: EIAJ-1
(e.g. Sony AV-3600 1/2 inch)

Related Tape:

Catalog #225

THE FOLLOWING TAPES HAVE BEEN REMOVED FROM OUR CURRENT CATALOG LISTINGS: WE CONSIDER THEM RETIRED AND DO NOT ENCOURAGE THEIR USE. HOWEVER THEY WILL REMAIN AVAILABLE TO THOSE OF YOU WHO ARE ACCUSTOMED TO USING THEM.

	Catalog Number
LEADING IN INDIVIDUAL COUNSELING by Arnold Buchheimer, Guidance Laboratory, The City University of New York	136
INTERVENTIONS IN GROUP PROCESS by Randolph Tarrier, Guidance Laboratory, The City University of New York	143
USING PLAY MATERIALS IN INDIVIDUAL COUNSELING by Edward Yarosz, Hunter College, The City University of New York Marion Klutch, Hunter College, The City University of New York	203
USING PLAY MATERIALS IN GROUP COUNSELING by Edward Yarosz, Hunter College, The City University of New York Marion Klutch, Hunter College, The City University of New York	204
AN ILLUSTRATION OF THE USE OF VIDEOTAPE #143 - INTERVENTIONS IN GROUP PROCESS by Randolph Tarrier, Guidance Laboratory, The City University of New York	209
GUIDELINES FOR COUNSELING WITH THE HALL OCCUPATIONAL ORIENTATION INVENTORY: EXPLORATION FOR CAREER CHOICE by Randolph Tarrier, Guidance Laboratory, The City University of New York	215

SUGGESTIONS FOR USE

Active participation is the key phrase in viewing these tapes. Viewers must respond and participate as indviduals and as members of group discussions. The tapes are designed to invite and provoke such participation and are thus to become part of the learning process. The following guidelines are suggested:

1. READ THE ACCOMPANYING MANUAL THOROUGHLY.
   It provides detailed suggestions for the use of this particular tape. Once you become familiar with the tape, you may wish to amend the suggestions to suit your own purposes.

2. DO NOT SHOW THE TAPE NON-STOP.
   Stop the tape often for discussion, either at the points suggested in the manual, or wherever you feel discussion is indicated. Don't hesitate to play back sections of the tape for clarification or to verify perceptions.

3. PREVIEW THE TAPE.
   In previewing you may find that you do not have to show the entire tape to achieve your goal. You will then be able to tailor the tape to your needs before presenting it to a group. Previewing will also give you an idea of where you will want to stop the tape and how you plan to encourage discussion.

4. ALLOW SUFFICIENT TIME TO SHOW THE TAPE.
   Time indications given refer only to the running time of the tape. The length of time needed for presentation will depend upon how often you stop the tape and upon how much discussion the tape stimulates. For the first showing of a tape, you should allow at least double the running time for presentation (e.g., if the running time is 26 minutes, allow 50 minutes for the whole presentation).

5. SHOW THE TAPE TO SMALL GROUPS.
   These tapes are designed to stimulate discussion. We have found that the tapes encourage dialogue most effectively when presented in small groups (five to fifteen persons).

EQUIPMENT

All tapes are 1/2 inch videotape and may be played back on any videotape recorder that is EIAJ-1 standard, (e.g. the tapes can be played on SONY AV-3600 or AV-3650).

EPILOG

Every videotape listed in this catalog is available to you in one way or another..... some for sale, some for rent, some on loan, and some by pony express. If you are interested in using any or all of them, please send us the tape numbers and we will be happy to mail to you (at no extra cost) everything you need to know for ordering the tapes. Please address all inquiries to:

Mr. Sergio Vanelli
Guidance Laboratory
The City University of New York
1411 Broadway
New York, New York 10018
(212) 354-2264

We're looking forward to hearing from you!